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ABSTRACT

Current literature dealing with teacher stress and job burnout is presented in the form of an annotated bibliography. Symptoms of teacher stress and specific characteristics of teachers who deal ineffectively with stress are explored. The causes of teacher stress and its effects on administrators and students are cited. Resources to help teachers cope with and avoid stress are presented. (JD)

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AN ANNOTATED BIBLIOGRAPHY OF LITERATURE DEALING WITH STRESS IN THE TEACHING PROFESSION

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INTRODUCTION

For many teachers, the teaching profession has become a job filled with growing amounts of tension and stress. Many factors inside and outside the school environment are causing much teacher dissatisfaction and stress. Teacher stress and burnout is a growing worry to teachers and administrators and is worthy of careful examination.

This paper is an annotated bibliography of literature based on the idea that teachers will experience similar causes and effects of stress. The paper's primary purpose was to survey and investigate current literature that deals with teacher stress and job burnout. Symptoms of teacher stress and burnout were explored and specific characteristics of teachers who deal ineffectively with stress were reviewed. The causes of teacher stress and effects teacher stress have on teachers, administrators, and students were reviewed. Ways teachers cope with stress were presented, along with ways to prevent and avoid teacher stress and burnout. Articles dealing with job burnout in other professions were useful in surveying literature on teacher stress and burnout.

The terms stress and job burnout need to be defined before meaning can be derived from the articles in this bibliography. Stress, as defined by Dr. Hans Selye, is the "nonspecific response of the body to any demand made upon it." (Sparks and Ingram, p. 197). Selye believes stress cannot be avoided and may be produced by pleasant as well as unpleasant experiences. Job burnout, however, is a reaction

to a stressful job. Job burnout involves a situation where a person has been experiencing high levels of stress and has not been able to cope with it. This person finally gives up and may withdraw from his/her job. University of California social psychologist Ayala Pines described burnout as "physical, emotional, and attitudinal exhaustion." (Hendrickson, p. 37).

This bibliography was designed to be informative to teachers and administrators who are interested in avoiding and preventing excessive teacher stress and burnout. The articles in this bibliography were arranged alphabetically so that research results can be easily compared and so that trends can be readily identified. Research in the area of teacher stress is growing; however, more research and longitudinal studies are needed so that educators can better cope with the many demands that the profession of education places upon them.

ANNOTATED BIBLIOGRAPHY

Bardo, Pamela, "The Pain of Teacher Burnout: A Case History," Phi Delta Kappan, 61:252-254, December, 1979.

Bardo, unable to reach or teach today's reluctant students, escaped to another profession. Bardo left teaching because she no longer had the energy and enthusiasm necessary for teaching students who were simply refusing to do the work that leads to learning. The author reported that many teachers now feel that the salary and security of teaching do not make up for the daily assaults that a teacher suffers when students do not want to learn. Bardo quoted the National Education Association as estimating that 30% of American teachers would like to be doing something else. The author concluded that teaching is a job people can probably handle for only a limited number of years before burning out.

Beehr, Terry A. and John E. Newman, "Job Stress, Employee Health, and Organizational Effectiveness: A Facet Analysis, Model, and Literature Review," Personnel Psychology, 31:49-50, Winter, 1978.

Job stress (and more generally employee health) has been a relatively neglected area of research among industrial organizational psychologists. This study noted that there is a growing concern by professionals with the issue of job stress and an employee's physical, mental, and emotional health. Beehr and Newman stated that many researchers feel stress is the primary social-psychological cause of heart attacks. Some, in fact, feel that stress may contribute to the development of all illnesses. The authors defined job stress as a phenomenon involving interactions between the person and the environment.

Brenton, Myron. What's Happened To Teacher? New York: Coward-McCann, Inc., 1970.

Brenton discussed to a large degree the many complex problems facing today's teacher. The author explored the dilemma of teachers who are no longer sure of who they are or where they are going. Many causes of stress were reviewed: salary; lack of extrinsic rewards (recognition, prestige); poor parent-teacher relationships; lack of a formal career ladder within teaching; inadequate training at all levels; and lack of professional freedom of choice. Brenton stated that experts believe that from 8% to 10% of teachers are mentally unbalanced and should not be in the classroom. According to Brenton, many ambitious teachers of both sexes lose interest in teaching after five or twelve years.

Coates, Thomas J. and Carl E. Thoresen, "Teacher Anxiety: A Review with Recommendations," Review of Educational Research, 46:159-184, Spring, 1976.

Coates and Thoresen provided a review of research studies concerning teacher anxiety and stress. The authors drew several important conclusions that are valuable for those interested in teacher stress. The authors found that anxiety appears to occur with much frequency and is an important concern to beginning and experienced teachers. Coates and Thoresen found that teacher anxiety seems to be associated with a variety of personal, social, and physical conditions. The authors also found that the specific effects of teacher anxiety on other teacher behaviors and on student actions remain unknown, largely because of measuring methods used. Coates and Thoresen believe that systematic desensitization and instruction in teaching techniques may reduce teacher anxiety. The authors feel more research in the area of teacher stress is needed.

"Do You Work Too Hard? An Expert Explains the Dangers," U.S. News & World Report, 86:73-77, March 26, 1979.

Christopher J. Hegarty, an authority on job stress, was interviewed in this article. Hegarty discussed how "workaholics" are people who have a neurotic relationship with their jobs. Personal insecurity and fears of failure push millions of these people into becoming compulsive overworkers. Hegarty feels workaholics put in time just to prove their worth, cannot enjoy leisure, and are still anxious and nervous about their jobs even when away from the job. According to Hegarty, the real test of an effective worker is how he/she handles leisure. If time off--however limited--cannot be enjoyed, then a person is a workaholic. Hegarty stated that workaholics are under a high degree of stress and have low self-esteem.

DuBrin, Andrew J., and others, "Teacher Burnout," Instructor, 88:56-62, January, 1979.

DuBrin discussed some causes of teacher stress and burnout such as lack of mobility, less turnover on teaching staffs, increased public scrutiny of schools, media assaults, and budget reversals. Teacher burnout, a result of unchecked stress, can be classified into three levels. The first level involves short bouts of fatigue or worry; the second level involves long bouts of fatigue or worry; and the third level involves actual physical ailments such as ulcers and chronic pain. Ways to alleviate and cope with teacher stress and burnout symptoms were discussed to a large degree in this article. Specific ideas on avoiding burnout were listed; other teachers discussed what they do to avoid burnout in this article. Ways schools help save teachers from burnout were listed in this article. A section on what education can learn from industry was valuable.

Feltz, Deborah L. and Daniel M. Landers, "Stress Management Techniques for Sport and Physical Education," Journal of Physical Education and Recreation, 51:41-44, February, 1980.

Feltz and Landers stated that stress has a negative effect on performance. The authors also said that each person has a slightly different response to stress, depending on learning histories and the type of situation. The authors divided the stress responses into three general categories: cognitive, behavioral, and physiclogical. Feltz and Landers also stated that numerous techniques have been developed to cope with stress, but the coping techniques used should be based on the type of anxiety response shown by the person. The authors devoted the rest of the article to a discussion of relaxation training, autogenic training, systematic desensitization, and biofeedback.

Feshbach, Norma and Michael Campbell, "Teacher Stress and Disciplinary Practices in Schools: A Preliminary Report," Paper presented at the Annual Meeting of the American Orthopsychiatric Association, San Francisco, California, March, 1976. (ED 162 228).

This study involved identifying stressors on the basis of teachers' subjective reports. Findings revealed that the most frequent sources of stress for teachers were interaction with children, problems with time, interactions with the administration, interaction with parents, and inadequate resources and materials. But sources of stress for student teachers were concerns over teaching competence and performance, and children's behavior and discipline. The authors offered recommendations for reducing and dealing with stress, with suggestions ranging from a human services, psychological approach to elimination of corporal punishment.

Gmelch, Walter H., "The Principal's Next Challenge: The Twentieth Century Art of Managing Stress," National Association of Secondary School Principals Bulletin, 62:5-12, February, 1978.

This article offered interesting insight into the question of why stress has become such a great problem in today's society. Gmelch quoted a study that said that some believe stress is a problem in part due to a loss of the social and spiritual supports which helped people of earlier times during hardship and suffering. Gmelch also stated that a major factor causing stress is our "future-shocked society" where people experience too much change in too short a time. Gmelch said the school administrator must learn to live and cope with stress in a personal way. The article offered several coping techniques that would be not only helpful to principals, but to teachers as well.

Gray, Lee J., "Slow Down: You Move Too Fast," Teacher, 96:52-53, April, 1979.

This article offered many practical suggestions on how to cope with the tensions of teaching and stress. Being patient, visiting your doctor, altering daily routines, exercising, relaxation, and meditation were examples of healthy ways to deal with teacher stress. The author, a school psychologist and former teacher, noted various characteristics of teachers who were unable to deal effectively with stress. Teachers involved in "rushism" or the "roadrunner syndrome" become impatient, cannot relax, and ultimately experience high levels of stress. Gray pointed out that people can make changes in their lives--they do not have to be victims of stress.

"Help! Teacher Can't Teach!," Time, 115:54-63, June 16, 1980.

This article discussed to a large degree the crisis in America's public schools. The article covered a variety of problems teachers, students, and parents are facing today. Some cases of teachers who suffered teacher burnout were mentioned; teacher burnout and its symptoms were discussed. A national conference and workshops on teacher stress were also discussed. The article cited some reasons why teachers suffer stress. Some reasons are: discipline and violence; student attitudes toward learning; shifting tides of theory; administrative hassles; textbooks and paperwork; and mainstreaming.

Hendrickson, Barbara, "Teacher Burnout: How To Recognize It; What To Do About It," Learning, 7:37-39, January, 1979.

Hendrickson stated that burnout is an occupational hazard that all teachers are exposed to sooner or later. The article described some common burnout symptoms such as feeling tired all the time, sleeplessness, dizziness, colds, depression, feeling physically run-down, headaches, and diarrhea. Teachers experiencing burnout, Hendrickson said, have a low self-concept as they question the meaning of teaching. According to Hendrickson, coping with burnout symptoms involves recognition of symptoms, facing of symptoms, and pinpointing causes of stress. If the situational causes of burnout are dealt with, then the situation can be controlled. A wide range of excellent questions a teacher facing stress and burnout can ask were reviewed. This article discussed specific suggestions to fight burnout: journals, support systems, retreats, and in-service programs.

Hodge, James and Perry Marker, "Assessing Teacher Stress: A Beneficial Task for the Administrator," American Secondary Education, 8:49-57, December, 1978.

Hodge and Marker believe it is valuable to measure levels of stress within a specific school building or school system, so the authors designed a thirty-four item instrument to record the sources and magnitude of teacher stress and to provide data for administrators planning curriculum, faculty, or policy changes. The self-assessment stress instrument required teachers to indicate the frequency of stressful teaching events and rate how bothersome those events were when they occurred. Review of the data indicated that environmental, interpersonal, and intrapersonal factors can affect the mental health of teachers. Stress research further indicated that at some point teacher stress may be harmful not only to the teacher but also to the students. The authors feel further research is needed in the areas of teacher stress.

Hunter, Madeline, "Counterirritants To....Teaching," Instructor, 87:120-125, August, 1977.

Hunter discussed various physical symptoms and effects of stress on the human body. Hunter stated that whether stress exerts a benign or malignant effect on a person is dependent on three primary factors: the possession of effective coping behaviors; the predictability of the stressful situation; and the repetition or duration of stressful situations. Hunter discussed three categories of counterirritants that can help in reducing stress. The three groups were physical counterirritants, emotional and social counterirritants, and intellectual counterirritants. Hunter stressed that an effective, balanced program of counterirritants to teaching should include both challenging and relaxing activities in physical, social, intellectual, and emotional areas. Hunter also said counterirritants are most useful while teachers are teaching.

Jersild, Arthur T. When Teachers Face Themselves. Columbia University: Horace Mann-Lincoln Institute of School Experimentation, 1955.

Jersild discussed concerns teachers feel they must face in their personal and professional lives if they are to help themselves develop healthy attitudes of self-acceptance. The author stated that by accepting the experience of anxiety and stress in themselves and by living with it, teachers may be able to live with less strain and become more humane in their relations with others. Jersild discussed many causes of teacher stress, with lack of teacher prestige and lack of rewards being the most important. Jersild stated that a main effect of stress is loneliness, a loneliness related to the fact that often there is little community of feeling among fellow teachers.

"Job Burnout: Growing Worry for Workers, Bosses," U.S. News & World Report, 88:71-72, February 18, 1980.

This article offered excellent definitions of burnout and a description of burnout symptoms, with emotional and physical exhaustion being the most common symptom. The article noted that the term burnout is increasingly coming into use and the article is especially valuable for relating the impact burnout can have on one's personal life (family relationships and health). According to the article, stress is desirable to a certain degree. But stress is bad, and leads to burnout, when it reaches high levels. The article stated that young people just starting careers are especially vulnerable to burnout. The "professional mystique" notion is dealt with in this article, along with a discussion on who causes burnout--the employer or the worker. Overall, the article was an effective discussion on how to counter day-to-day stress on the job.

Kremer, Bruce J. and William A. Owen, "Stress in the Life of the Counselor," The School Counselor, 27:40-45, September, 1979.

Kremer and Owen stated that an inability to deal effectively with stress will cause decreased work efficiency and possibly eventual physiological and psychological collapse. Many research studies were discussed in this article, with all studies suggesting that there is no common stress reaction. Kremer and Owen defined human stress as being an "individual perceptual phenomenon." The authors discussed many causes and effects of stress for school counselors. Kremer and Owen feel there are three major approaches to stress management: avoidance, relaxation training combined with exercise, and cognitive restructuring or learning to appraise life situations differently.

Leffingwell, R. Jon, "The Role of the Middle School Counselor in the Reduction of Stress in Teachers," Elementary School Guidance and Counseling, 13:286-290, April, 1979.

Leffingwell believes it is important that teachers, counselors, administrators, and other professional educators have a basic understanding of the types and causes of stress that affect teachers and students. In this article Leffingwell discussed sources of stress, reactions to stress ("fight" or "flight" reactions), and symptoms of stress in teachers. Realistic and practical ways to reduce excessive stress in the classroom were also discussed. Leffingwell feels that counselors can help teachers to reduce much of their stress by finding alternative ways of reacting to stressful situations, such as through individual and group conferences. Leffingwell also said meaningful alternatives to problem situations can be found by discussing "what can be done" instead of "what should be done".

Lundgren, David C., "Public Esteem, Self-Esteem, and Interpersonal Stress," Social Psychology, 41:68-72, March, 1978.

This study was concerned with identifying conditions arising in small-group interaction that cause stress reactions in individuals. Lundgren found that participants who underwent the greatest emotional stress were those who had less insight into others' reactions; held more "unrealistic" views of themselves; and tried to maintain high levels of self-esteem in the face of negative feedback from others.

Mackiel, John, "Positive Mental Health for Teachers," The Clearing House, 52:307-310, March, 1979.

Mackiel discussed a study by Esther Rothman that suggested that "there are thousands of mentally ill, severely disturbed, and incompetent teachers in our schools who should not be teaching children." (p. 307). The article cited another study which found that children react poorly to teachers who are physically or emotionally ill by developing physical complaints themselves. Mackiel discussed many causes of stress that may lead teachers to become emotionally disturbed. Although there are no studies which provide statistics on the number of teachers who leave teaching due to emotional problems, Mackiel said that the turnover rate in the profession is between 7% and 10%. Mackiel feels the two key words in diagnosing potential mental health problems are observation and documentation. The Positive Mental Health for Teachers program, a plan to prevent exposing children to teachers with poor mental health, is discussed in this article.

McGuire, Willard H., "Teacher Burnout," Today's Education, 68:5, November/December, 1979.

McGuire, president of the National Education Association (NEA), stated that teachers receive little help in dealing with teacher burnout. McGuire feels violence, vandalism, disruptive students, inadequate salaries, involuntary transfers, interfering parents, oversized classes, and excessive paperwork all are causes of burnout. The fear, insecurity, and anxiety caused by these problems are replacing the joy of teaching and the ultimate result is teacher dropouts. Results of a Teacher Opinion Poll revealed that many teachers are frustrated with teaching and want out. McGuire said that the NEA hopes that the teacher burnout problem is revealed to the community in order that teachers receive the needed support from parents; school administrators; school boards; and civic, labor, religious, business, and professional societies. Programs are also being set up by the NEA to assist teachers in dealing with stress.

McLean, Alan A., "Job Stress and the Psychosocial Pressures of Change," Personnel, 53:40-49, February, 1976.

McLean discussed two factors that help determine whether a specific stressor will produce symptoms: the context in which an interaction takes place and the vulnerability of the individual at the time. McLean categorized stressors in many ways: role stress, role ambiguity, work overload, threats to self-esteem, disparity between ego ideal and reality, and events that spark anxiety and cause depression. In a study on occupational stress and anxiety, McLean found a correlation between increases and decreases in anxiety and the individual's perception of the stress of his job, his satisfaction with his work, and actual physical or health problems. Data also suggested that there are a variety of ways to help people cope with stressors on the job, such as occupational health and counseling programs.

Miller, William C. Dealing with Stress: A Challenge for Educators. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1979. (ED 178 522).

In this fastback, Miller examined sources of stress and hypertension from the perspective of the professional educator and educational administrator. Physiological and psychological causes and effects of stressful lifestyles were explored. Miller discussed two different kinds of stress that teachers must deal with: self-imposed stress and situational stress. Developing a stress reduction plan and a group support system were some suggestions Miller discussed for dealing with unhealthy amounts of stress. This fastback provided a comprehensive review of the problem of teacher stress.

Mirkin, Gabe, "How to Cope With Job Stress," Nation's Business, 67:69-72, January, 1979.

Mirkin, a physician, discussed personality descriptions of types of people particularly susceptible to stress diseases. Mirkin explained "The Impact of Life Changes" test developed by Dr. Thomas H. Holmes to predict (and perhaps prevent) physical problems that result from too much change and stress in one's life. Mirkin also listed thirty-one different danger symptoms that Dr. Hans Selye, an expert on dealing with stress, found lead to distress. Mirkin suggested the following treatments for dealing with stress: know one's limitations, exercise more, and pursue enjoyable activities.

Moe, Dorothy, "A Prescription," Today's Education, 68:37-39, November/December, 1979.

Moe, a victim of teacher burnout, has returned to teaching and discussed a sixteen-point plan for preventing burnout. The plan involved the following main points: teachers should exercise, leave their teaching at school, develop a hobby, get plenty of sleep, keep a diary, learn to say no, travel, set realistic and flexible goals, and take a sabbatical or a leave of absence when stress becomes unbearable.

Organ, Dennis W., "The Meanings of Stress," Business Horizons, 22:32-40, June, 1979.

Organ believes stress has become a word with a variety of meanings, both popular and scientific. Organ stated that the popular usage of stress means "either a source or cause of discomfort, or the feelings of discomfort itself--that is, distress." (p. 32). But stress as a technical term, Organ stated, refers to a pattern of complex physiological reactions. Organ discussed this meaning of stress by reviewing the research and writing of Dr. Hans Selye. A rather technical article, the section on stress and performance would probably be valuable for those studying teacher stress.

Reed, Sally, "What You Can Do to Prevent Teacher Burnout," The National Elementary Principal, 58:67-70, March, 1979.

Reed stated that principals nationwide are discovering that they must develop measures to prevent burnout and to keep good teachers in the profession. Various causes of teacher burnout were mentioned, but Reed feels inadequate professional training, poor organizational structures, and burned-out administrators are major problems. Reed discussed many ideas that principals can follow in order to prevent teacher burnout. Some suggestions involve building self-esteem; involving teachers in decision making; communicating with each member of the staff; pushing for professional growth; promoting physical and mental well-being; offering released time; and actively involving parents in the learning process.

Scrivens, Robert, "The Big Click," Today's Education, 68:34-35, November/December, 1979.

Scrivens believes teacher burnout is an active phenomenon that grows more acute with the length of service, with teachers serving for more than a decade most likely to feel its effects. Scrivens feels professional disillusionment akin to mid-life crisis is one cause of teacher burnout, as is the feeling of being "used" by an underpaying school system, by self-centered children, and by a teacher's own ideals. Scrivens stated that burnout is also caused by salary problems and by not being able to cope with changing educational methods and philosophies. Scrivens advised that burnout does not have to be a final state, only an interim problem, because there are ways to combat teacher burnout.

Sparks, Dennis, "A Teacher Center Tackles the Issue," Today's Education, 68:37-39, November/December, 1979.

Sparks stated that teacher stress or burnout has reached epidemic proportions in some school districts. Because of this, the Northwest Staff Development Center (NSDC), a federally funded teacher center in Wayne County, Michigan, has developed a program on the issue of teacher stress and burnout. The NSDC offers a series of workshops on the theme of Prevention and Management of Educational Stress for K-12 educators. Some of the workshops are adapted from group techniques such as values clarification and behavior modification. The underlying assumption for these workshops is that extreme stress is detrimental to teachers and their students, even though some forms of it may lead to professional growth. Sparks offered a detailed description of the workshop format and gave an address to write to for further information.

Sparks, Dennis and Marjorie J. Ingram, "Stress Prevention and Management: A Workshop Approach," The Personnel and Guidance Journal, 58:198-200, November, 1979.

This article discussed many causes of stress as derived from research and related literature. Sparks and Ingram quoted a study that consolidated the findings of a number of researchers. In this study stressors were categorized into four basic types: recent events on the job; recent events away from work; on-the-job conditions; and away-from-work conditions. Sparks and Ingram presented rationale for a workshop on stress prevention and management and described the workshop as an approach that can be applicable to various counseling settings. The goals of the workshop were also outlined. Sparks and Ingram concluded by saying they believe that educators have more power than they are aware of to prevent stressful situations.

Sparks, Dennis C., "A Biased Look at Teacher Job Satisfaction," The Clearing House, 52:447-449, May, 1979.

Sparks discussed the results of a questionnaire given to teachers attending a "Teacher Stress" workshop. The purpose of the questionnaire was to gather information from the participants on their feelings and attitudes about their work. Admittedly a biased sample, this study found that the workshop participants were ambivalent about teaching. They received good feelings as teachers, but they also experienced much stress. The major causes of teacher stress were found to be high involvement and limited power; the nature of interpersonal relationships in the work environment; and perceptions of role conflicts. Sparks feels more research on teachers' current attitudes and feelings about their work is needed. Sparks stated that if stress is found to be widespread, then these issues should become an integral part of the training of teachers.

Stevenson, George S. and Harry Milt, "Ten Tips to Reduce Teacher Tension," Today's Education, 64:52-54, March/April, 1975.

Stevenson and Milt believe that teachers need to develop specific coping techniques to deal with their daily frustrations. The authors stated that if no coping techniques are developed, then teachers will be unsuccessful in helping their students make a healthy adjustment to life. The coping techniques suggested in this article are practical and applicable to everyday teaching experiences.

Stress--And Your Health. Metropolitan Life Insurance Company, 1977.

This booklet was packed with useful ideas for dealing with stress in everyday life. Good explanations of stress and how it affects the human body were discussed in layman's terms. Practical ways to cope with stress were discussed, along with ways to avoid feeling overworked.

"Stress Hits Small Towns, Too," NEA Reporter, 18:10, October, 1979.

This article discussed teacher stress workshops and their impact on teachers. Various causes and effects of teacher stress were reviewed and ways to cope with stress were discussed. Bringing problems into the open and then separating stress problems that are controllable and uncontrollable is an important step in dealing with stress, according to this article. This article also said that teachers should pick only one or two of the controllable problems to correct. The article quoted a workshop leader who said that by doing something about some daily problems, teachers will then have more energy to work on accepting things that cannot change.

"Study Pinpoints Stress-Illness Link," Science News, 116: 406, December 15, 1979.

This article discussed the results of a study on the interaction between mental and physical health. The results, reported by Harvard psychiatrist George E. Vaillant, appear to confirm that a mind-body health link exists. The results also showed that even physically healthy people who react poorly to stress or have chronic mental health problems run a significantly higher risk than most people of developing serious health problems or dying by the time they reach their fifties. Vaillant stated in this article that even though these are "tentative conclusions", they hold implications for possible preventive treatment as well as for future studies.

Styles, Ken and Gray Cavanagh, "Stress in Teaching and How to Handle It," English Journal, 66:76-79, January, 1977.

Styles and Cavanagh feel the various forms stress takes in the life of the teacher may be considered under the following headings: expectations; self-fulfillment; ego needs; student-teacher relations; personal competence; one's self-relationship; conflicting values; social approval; and professional constraints. The authors stated that tensions take their toll in direct proportion to the teacher's ability to handle the stresses that are confronted. Styles and Cavanagh suggested that teachers can cope with stress by adapting positively to the pressures of stress and by setting realistic goals and expectations. Several other valuable coping techniques were discussed in this article. Styles and Cavanagh believe that constantly coping with problems of relating to people and encouraging the growth of students may keep a teacher's stress mechanism in good shape.

Sullivan, Cheryl Granade, "Sources of Anxiety Within The School Setting As Reported By Emory University Preservice and Inservice Teachers. A Descriptive Study," Paper presented to Emory University, 1979. (ED 179 556).

The author discussed data that indicated a dichotomy between twelve inservice supervising teachers and twelve preservice teachers at Emory University when they reported sources of anxiety within the school setting. Preservice teachers were concerned primarily with pupils and pupil-teacher interaction. Inservice teachers had anxiety primarily because of out-of-class aspects of teaching (time and finances). Sullivan suggested that both groups of teachers should be made aware of the sources of anxiety for the other. The author also suggested that formal and informal sessions for coping with anxiety would be helpful to these teachers. Samples of the survey forms used in the research were given in this article.

Sylwester, Robert, "Stress and the Classroom Teacher," Education Digest, 42:14-17, May, 1977.

Sylwester stated that stress occurs when the body is forced to function at a greater or lesser level of response than usual. This article also discussed how people respond to stress in a sequence called the General Adaptation Syndrome. First they are alarmed, then they resist, and finally they succumb to stress. Sylwester said there are three ways to respond to stress: either fight the stressor, flee from it, or ignore it. Two opposite personality types were also identified in this article. Type A is composed of people seemingly under constant stress, while Type B is made up of people more relaxed about life. Sylwester also suggested the following ideas for handling stress: meditation; group support; and physical fitness.

"Tacoma's Stress Insurance Plan," Phi Delta Kappan, 61:254, December, 1979.

This article discussed a stress insurance plan developed by the Tacoma (Washington) Association of Classroom Teachers (TACT). TACT became the nation's first teacher group to win stress insurance for its members. The plan covers long-term disabilities arising from mental as well as physical disorders. According to the article, TACT's studies show that the most stressful events in teachers' lives are disciplinary problems, too many students, involuntary transfers, notification of unsatisfactory performance, and difficulty in dealing with administrators.

"Teacher Burnout: A National Issue Says NEA Panel," NEA Reporter, 18:7, October, 1979.

This article discussed what various education associations affiliated with the National Education Association are doing to deal with teacher stress. Education associations are obtaining research grants to study teacher stress; staffing "hotlines"; setting up drop-in counseling centers; and one association is lobbying in the state legislature for a teacher assault bill. According to this article, teacher stress affects both urban and rural teachers--it is part of the total American scene. Various causes and effects of teacher stress were also reviewed.

The Times Educational Supplement (London), December 5, 1975.

Dr. John Sutcliffe, of the Cambridge University Department of Education, has videotaped the lessons of teachers in order to compare their reactions to critical events in the lesson. In order to measure the stress teachers experience during these critical events, heartbeats were monitored and stress levels were plotted on a graph. Results of this research indicated that teaching is a highly stressful activity, with teachers often averaging twice the normal heart rate during a lesson. Sutcliffe also found that stress increased as lessons became less structured. According to the article, many teachers, particularly women, have nervous breakdowns.

The Times Educational Supplement (London), November 12, 1976.

This article was a review of the book Stress in Schools, published by Britain's National Association of Schoolmasters--Union of Women Teachers. The article centered around the idea that severe stress is being experienced by more and more teachers. The causes of this stress were identified in this article as being comprehensive reorganization, "role conflict and role ambiguity", and poor working conditions (noise, open plan teaching, bells). A lack of communication between staff can also cause stress. The effects of teacher stress, according to this article, may be headaches, stomach upsets, insomnia, hypertension, body rashes, and eventually depressive illnesses. The article stated that severe stress can also lead to body twitches, loss of weight, and a nervous breakdown. The article suggested that the way to cope with stress is to prepare teachers to meet the pressures and to give them help when things are going badly.

"Tucson Teachers Initiate Stress Counseling Program," NEA Reporter, 18:6-7, October, 1979.

This article discussed five easily identifiable symptoms of teacher stress: sleeplessness, irritability, upset stomach, headaches, and shortness of breath. Causes of teacher stress were listed as administrative problems, interpersonal conflicts, financial problems, and heavy workloads. This article also discussed a teacher stress counseling project begun by the Tucson Education Association. It is a free, confidential counseling program where ways to handle and prevent stress are discussed. Emphasis is placed on the importance of rest and exercise. According to this article, teachers who have taught at least fifteen years often deal with classroom stress better.

Walsh, Debbie, "Classroom Stress and Teacher Burnout," Phi Delta Kappan, 61:253, December, 1979.

Walsh cited some data to confirm her statements that teaching may be a hazardous job. In Chicago, Illinois a teachers' union stress survey found 56.6% of 5,500 respondents (out of 22,000 surveyed) claiming mental and/or physical illness as a direct result of their jobs. Walsh also stated that in 1962 more than one-fourth of all teachers had twenty years of experience, but by 1976 this proportion had been cut in half. Teacher burnout, sometimes called "battle fatigue" or combat neurosis, is a suspected cause. This article identified a number of burnout characteristics and also listed current causes of teacher burnout. Walsh stated that the systematic research on teacher stress and burnout is scarce and more research needs to be done in this area. The author stated that burnout seems to be lower for those who have access to some sort of social-professional support systems.

"What Can You Do About Teacher Stress?" NEA Reporter, 18:10, October, 1979.

Many suggestions for coping with stress were discussed in this article. The coping techniques reviewed were practical and realistic ways teachers could alleviate stressful situations in their lives.

"Why Teachers Are Unhappy," Changing Times, 33:13-15, September, 1979.

This article dealt with the problems and frustrations of teachers in dealing with inadequate pay, hard-to-manage students, and unsympathetic parents. These problems lead to sinking morale and, for some, stress and eventual burnout. The article cited useful research by the National Education Association on teachers' growing disenchantment with their jobs. Statistics were cited on teachers' earnings and why many feel it is inadequate. This article related some problems in schools that cause teachers stress: discipline, violence, absenteeism, and class size. The article stated that increased support from parents and administrators will help teachers deal with student discipline, a major problem facing schools and teachers today.

Youngs, Bettie Burres, "Anxiety and Stress--How They Affect Teachers, Teaching," National Association of Secondary School Principals Bulletin, 62:78-83, November, 1978.

Youngs believes incompatible relationships and ineffective communication between administrators and teachers is a major source of anxiety for teachers, along with increased responsibilities that are now assigned to teachers. Youngs stated that high anxiety on the part of teachers may have an undesirable effect on their students and can also have a negative effect on students' performance. In a study discussed by Youngs, clinical observations revealed that in situations where teachers are under stress, the survival concerns of teachers increase and take precedence over direct teaching activities. Youngs believes principals can play an important role in reducing the causes and effects of stress by encouraging their staffs to develop supportive interpersonal relationships.

SUMMARY

The purpose of this paper was to survey and investigate current literature that deals with teacher stress and job burnout. This literature was reviewed in an attempt to discover the causes and effects of teacher stress; ways to cope with stress; and ways to prevent and avoid teacher stress and teacher burnout.

In reviewing the articles on teacher stress, it was found that the causes and effects of teacher stress are wide and varied. Case histories of teacher burnout victims, opinions from others suffering from stress, and research showed that teacher stress is most often caused by the following: inadequate pay; lack of mobility; public scrutiny of schools; media assaults; budget reversals; inadequate professional training; increasing amounts of paperwork; discipline and violence problems in schools; and lack of extrinsic rewards for teachers. The effects of stress on teachers also varied considerably. Teachers experiencing excessive stress may display the following symptoms: headaches, stomach upsets, insomnia, body rashes, hypertension, diarrhea, and depressive illnesses. Severe depression caused by stress may also lead to nervous and emotional breakdowns. The ultimate effect of this stress is that teachers withdraw from the profession. They are victims of "teacher burnout" and can no longer cope with the stress caused by teaching.

An underlying theme of all the research reviewed was that coping with stress involved recognition of the symptoms of stress, facing the symptoms, and pinpointing specific causes of stress. Coping with stress was found to involve the use of relaxation training; journals; group-support systems; retreats; in-service programs; meditation; and stress-counseling programs. The same ideas for coping with stress can be related to the prevention of stress problems. Excessive teacher stress may also be prevented by exercising; working on hobbies; taking a sabbatical or a leave of absence; switching grade levels periodically; or sharing a contract with another teacher.

In reviewing the articles, teacher stress was found to be a serious problem adversely affecting teachers, administrators, and students. As stated in the introduction, there is a need for further research in the areas of teacher stress. Additional studies could establish correlations between personal perceptions of stressful situations and one's health and physical condition; stressful situations in teaching and the subject area taught; and differences in stressful teaching situations as experienced by male and female teachers or by elementary and secondary teachers.

Further studies may help educators to understand the teaching environment and how it affects teaching performance and personal life. Educators must become aware of the different kinds of stressful situations and what impact they have upon the individual teacher. This awareness may

then enable teachers to cope with the many demands that the profession of education places upon them and also help them in improving teacher-student and teacher-administrator relationships. Dealing with stress in a positive way is important for teachers trying to help students make healthy adjustments to life.